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EXTENSION SERVICE

# REVIEW

U.S. DEPARTMENT OF AGRICULTURE \* OCTOBER 1968

## COOPERATIVES: Community Builders



*The Extension Service Review is for Extension educators—in County, State, and Federal Extension agencies—who work directly or indirectly to help people learn how to use the newest findings in agriculture and home economics research to bring about a more abundant life for themselves and their communities.*

*The Review offers the Extension worker, in his role of educational leader, professional guideposts, new routes and tools for speedier, more successful endeavor. Through this exchange of methods, tried and found successful by Extension agents, the Review serves as a source of ideas and useful information on how to reach people and thus help them utilize more fully their own resources, to farm more efficiently, and to make the home and community a better place to live.*

**ORVILLE L. FREEMAN**  
*Secretary of Agriculture*

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# EXTENSION SERVICE REVIEW

*Official monthly publication of Cooperative Extension Service; U. S. Department of Agriculture and State Land-Grant Colleges and Universities cooperating.*

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## Cooperatives: Community Builders

The cover of this issue of the Extension Service Review is designed to carry out the theme of Co-op Month, 1968. That theme is "Cooperatives: Community Builders."

Reasons most often cited to support the contention that cooperatives are community builders are economic. High on the list of cooperative contributions to communities are new jobs, additional tax base, new services, new markets, and new supply centers.

I would not belittle these contributions. But I will suggest that cooperatives make non-economic contributions of equal importance. These are the contributions cooperatives make to helping people understand the workings and operations of a democratic government.

Basically, a cooperative is a unique type of business organization. But this uniqueness makes it a true and living example of democracy in action.

A cooperative is people banding together to do a specific thing or things that they cannot do so well alone. Because of the laws under which these people band together, members of an active, well-run cooperative learn some cardinal principles of democratic government. Each member gets one vote regardless of his status in the organization; members must study the issues to vote intelligently; each has an opportunity to benefit from its operation as much as the other. They learn that the key to successful endeavors is participation.

It takes little imagination to transfer these principles to other local problems. Leaders developed through the cooperative find little difficulty in applying their new skills to other community situations.

Few other types of business organizations teach these lessons of democracy so well.—WJW

In Iowa, as in many States, county Extension workers have had at most one course in entomology during their undergraduate days. In many cases, the course was taken 10 to 15 years ago.

Insect control procedures, as well as insect populations, have changed rapidly. In addition, the rapid increase in the educational levels of farmers is causing them to look for answers to more difficult and technical questions.

Recognizing these things, the entomology department at Iowa State University started an intensive short course in entomology for county and area Extension workers in the summer of 1967.

That year 18 students spent 8 hours a day in class for 10 days to gain four hours of undergraduate college credit. They were given reading assignments and studied insect identification in their "free" time. At the end of the rather grueling period, the students took a comprehensive examination over all the material presented to them.

Many students entering the program had no entomology background

whatever. They had to learn the terms used in the science. They were taught to identify insects and know the control measures to combat them. And they became acquainted with the many kinds of research being done in the ISU entomology department.

The program was unique in that nearly all members of the entomology staff—teaching, research, and Extension—utilized their many and varied skills to teach the students.

Almost needless to say, the course was well received, and word of its usefulness spread quickly. In the fall of 1967, the vocational agriculture

department of ISU asked if vocational agriculture instructors who were working on advanced degrees would be accepted.

Those involved decided to offer the course for three hours of graduate credit, with the stipulation that graduate students must also complete, out of class, a special project assigned to them by the professor in charge of their work.

The summer of 1968 found 11 county Extension directors, five Extension area leaders in crop production, four vocational agriculture instructors, a member of the USDA plant pest control division, and a representative of a chemical company enrolled for the course. The content and purposes of the program were basically similar to those of the 1967 course.

Dr. Harold "Tiny" Gunderson, Extension entomologist and spearhead of the short course, said that since the 1967 course, the entomology department has been receiving much better insect specimens from the State.

This, he says, is "reward enough for putting on the course." He mentions with a smile that counties adjoining those represented in 1967 were represented for the 1968 program. The word gets around.

The staff of the entomology department has agreed to offer the program again in 1969 with about the same objectives. Attempts will, of course, be made to make the course even better and more valuable. □

# Keeping in Tune With Entomology

by

Robert E. Kowalski  
*Assistant Extension Editor*  
*Iowa State University*

*Dr. Harold Gunderson, Extension entomologist, inspects the pupating form of the monarch butterfly found on milkweed by county agents Dave May and Mack LaRue.*



## **Winston County experiments with new idea—**



*County Agent Claude Ming, right, and two Revival participants examine the Extension publications which were on display each night. The accompanying chart shows the annual value of Winston County's farm production and projections for 1975.*

# **Revival Meetings—Agriculture Style**

The traditional spiritual revival or "camp meeting" is well known for motivating people. "Why not hold an event that will generate much the same feelings toward agriculture?" reasoned County Agent Claude Ming of Louisville, Mississippi.

The result was a successful county-wide Agricultural Revival last June.

This revival consisted of eight meetings in a 2-week period. They were held on Monday, Tuesday, Thursday, and Friday nights in an assembly building at the county fairgrounds. No meetings were held on Wednesdays because churches in the area conduct prayer services that night.

Different subjects were featured each night in popular, promotional-type talks by Extension Service or Agricultural Experiment Station specialists from Mississippi State University. All speakers stressed economic opportunities in agriculture for Winston County and steered clear of detailed recommendations.

Subjects of the eight meetings were dairying; forestry; commercial horticulture; cotton, corn, and soybeans; lawns, shrubbery, flowers, and grasses; swine and poultry; pastures; and beef cattle.

Besides the speakers, the program each night featured a different singing group or individual, exhibits, and door prizes. The prizes, made avail-

by  
Duane B. Rosenkrans, Jr.  
*Extension Editor*  
*Mississippi State University*

able by local merchants, included registered dairy heifers, a registered beef bull, the value of a bale of cotton, a lawnmower, a power saw, and many smaller items.

Attendance for all eight meetings totaled more than 1,000. Some people attended all meetings, but many were present only when the subject in which they were most interested was discussed. The audiences included a number of people who had little or no previous contact with the Extension Service, Mr. Ming reported.

Others throughout Winston County read reports of the revival on the front page of the weekly *Winston County Journal* or heard the "live" broadcasts from it each night by local radio station WLSM.

The idea for the revival came to Mr. Ming, a veteran Extension agent, as he was studying agricultural history at Mississippi State University in 1967. He found that in 1884 a college professor of agriculture in Alabama conducted a 2-day agricultural "revival" through "camp meetings" on the fair grounds near Eu-faula.

After drafting a general outline for the program and discussing it with others of the county staff and with district personnel, Mr. Ming's next step was a meeting in late March with local mass media people. They agreed to support the revival.

A schedule for advance publicity was made. Some sponsorship through advertising for both press and radio was suggested by the Extension Editor, who had been invited by Mr. Ming to take part in the meeting.

Next was a general meeting for businessmen in late April. They, too, approved of Mr. Ming's plans and pledged financial support.

Arrangements then proceeded as for most major events. Local agribusiness firms were contacted about exhibits. Mississippi State University agreed to exhibit a dairy cow with a "window in its side" used for studies of digestion.

A printed program was prepared

with help from the Extension Editor's office. Other arrangements were completed for decorations, seating, the sound system, and nightly drawings for the door prizes.

At the opening meeting, R. C. Simmons, associate director of the Mississippi Cooperative Extension Service, stated that the revival was not something to "save" agriculture. He pointed out that total production and farm income are greater than ever.

Summing up his and Mr. Ming's ideas about the purpose of the revival, Mr. Simmons said, "In the country church where I attended revivals as a boy, the success of a revival was measured in terms of new converts. I predict that this revival will result in important new commitments.

"Winston County farmers will be made aware of and receptive to new methods. Winston County citizens in general will have a renewed appreciation for agriculture. Farmers and others of the business community will recognize agriculture as a frontier for

major economic development—recognition that more farm dollars mean more dollars for everyone.

"The involvement of the total community in planning and preparing for this revival is no small achievement," he added. "You have already experienced a revival in generating this much interest and support."

These and other leaders pointed out that the revival was closely related to Winston County's part in Mississippi's program of agricultural development known as 1.5 by '75. The overall State goal is farm production having an annual value of \$1.5 billion by 1975, an increase of 62 percent in a decade.

Winston County has a goal for 1975 of farm production valued at about \$9.3 million. This is a projected increase over 1964 of \$2.5 million. Through the application of agricultural technology, the county is almost on schedule in 1.5 by '75, having increased the annual value of its farm production 26 percent during the past 3 years. □

*Door prizes each night helped to attract the public to the Agricultural Revival.*



Jean Allen gets her "egg money" from the woodlot of a New Jersey dairy farm. And it's more than chickenfeed.

A few years ago, she and her husband Jack began to talk about the idea of setting aside some of their 285 acres as a public recreation area.

Their goal was to find an enterprise to bring in extra dollars for the present with the possibility of growth into a retirement activity—something easier than running a hundred-cow dairy farm.

They remembered the good times they were having in their cool, woodsy retreat along the creek that runs through their farm. Equipped with barbecue pit, picnic tables, swimmin' hole, and weathered cabin, their hideaway is perfect for a family gathering or a Holstein Association picnic.

The more they thought about it, the more excited Jack and Jean became about the possibilities of building a pond big enough for boating and fishing as well as swimming.

They called Dick Washer, Burlington County agricultural agent. At first he could hardly believe they were serious. But when he found they meant business, he asked Austin N. (Dick) Lentz, Extension forester at Rutgers, to take a look.

This was nothing new for Lentz. He has in recent years helped many farmers and landowners set up new and profitable sidelines or fulltime businesses catering to the upsurge in outdoor living, particularly family camping.

He has guided the establishment of a lively camping industry with its own New Jersey Private Campground Operators Association. His title reflects his broadened duties: Specialist in Forest Resources and Recreation Management. Paradoxically, although New Jersey is the most urbanized State, it is still half-covered with trees.

Jack showed Lentz the picnic spot. Then they and Washer walked around the area where the camp boundaries would come. The forester noted the

# Extra \$\$\$ From Farm Woodlots

**New Jersey Extension  
encourages  
recreation enterprises**

by

H. Russell Stanton  
*Associate Director*  
*Communications Center*  
*Rutgers University*

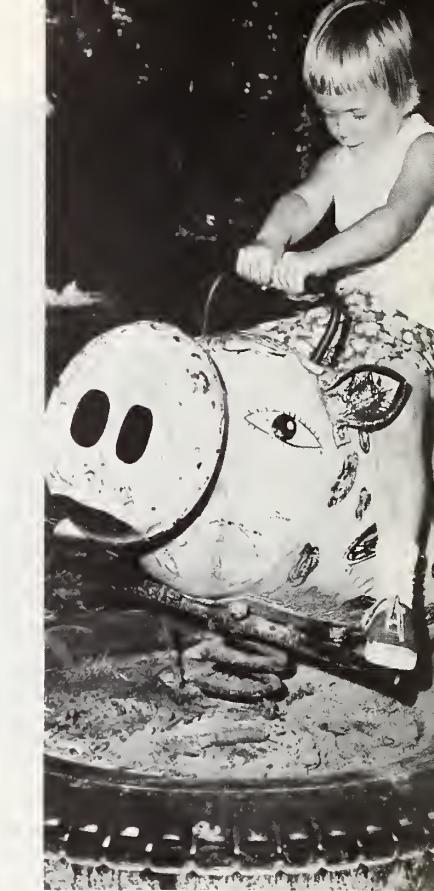
almost total absence of trees—picnickers and campers like shade.

"How about looking over the farm woodlot?" he said.

That one suggestion, according to the Allens, was where his judgment and foresight paid off. "We were about to make a mistake, but we didn't, and we have Mr. Lentz to thank," says Jack.

The 22-acre woodlot was in pretty good shape. One of its assets was the south branch of historic Rancocas Creek—the same stream that flows by the Allens' own private picnic spot.

This stretch of the Rancocas may not be the hottest fishing spot around,



but it's a place for kids of all ages to dangle a worm.

Clearing the brush took some spare time, but the result is an attractive and inviting grove of hardwoods.

The Allens' original idea was to operate a picnic area. They put up a sign and waited for customers.

The first reservation came from a Sunday school. What happened on the day of the picnic abruptly changed the course of history for the Allens. Jack tells it this way:

"I was up at the barn when I heard this big racket coming from the woodlot. As soon as I could, I stopped what I was doing and went down.

*A young camper rides milk can "pig" in imaginative playground at Camp Quaxon.*

"When I got there, it was all quiet, and not a kid nor a bus in sight. And there was Jean with a brush in her hand, painting out the 'PICNIC' on our sign."

"She told me that in the first place the bus came in too fast. Then out jumped a lot of kids throwing fire-crackers and cherry bombs. Jean gave them their money back and ran them off."

Added Jean: "Right then and there we went out of the picnic business."

Campers are a different breed, they've discovered. They're mostly family groups looking for quiet and relaxation and an opportunity to see the local sights.

Camp Quaxon is now in its fourth season. It's named for the Indians who probably stopped there to enjoy tepee life long before the invention of the umbrella tent and camp trailer.

The campground has sites for 57 tents or trailers, with a central toilet and shower house, piped water, electricity for trailers, and a swimming pool—plus a unique playground that the Allens know brings repeat business.

The playground keeps small fry fascinated. There's a full-size real fire truck, an old car without doors, a pair of wornout motorcycles in racing position but securely bolted to the ground, milk can "pigs" on springs, a wooden "cannon" that was once the top of a flagpole, and a "monorail" that provides a long, thrilling ride for anyone with nerve enough to hold fast to a pulley that runs over a cable between two trees. There's also a volleyball court.

Rates are \$2.50 a day or \$15 a week, with reservations advised on weekends and holidays.

Jean tends her nest egg in an attractive headquarters building, its smartly paneled interior divided by a counter between a business and living area.

In the office Jean registers guests, gives directions, and sells light refreshments and camp necessities such as ice and white gasoline. Every night Jack makes the rounds selling wood for campfires. The rest of the family—Richard and his wife, John, Jr., and April—work behind the scenes.

In the living area of the headquarters cabin Jean has a complete kitchen-living room-sewing room where she and other members of the family can spend all day—and night, too, if necessary—to keep the camp running smoothly.

It's a busy place from Memorial Day to Labor Day.

The playground is only part of a smart merchandising plan. The Allens also put out a folder. Sharing the cover with a picture of a chief of the Quaxons is the camp phone number in big print. Inside is a map showing how to get there from Trenton and Philadelphia.

The folder lists nearby places to

visit—historic sites, posh shopping centers, a golf course.

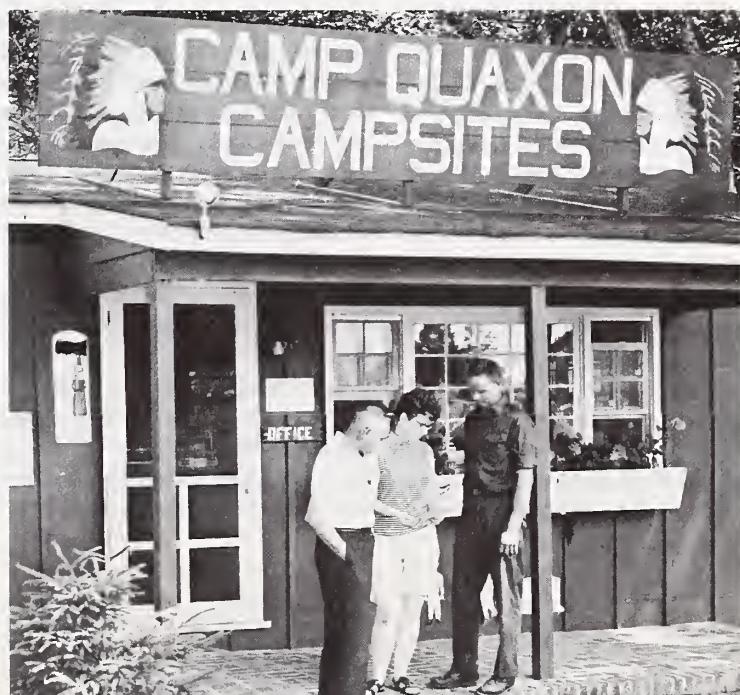
In his work with other campsite operators in New Jersey, Lentz has encouraged informal economic studies to prove that campgrounds bring in fairly big money to nearby merchants.

Jack Allen is doing something like this with the markets, gas stations, barber shop, and such in nearby Vincentown. The businessmen know when there are campers around.

Every Saturday night, for instance, when Jack makes the rounds with his firewood, he takes orders for Sunday papers. He tells the local newsdealer how many extra papers to get and pays the dealer full retail price. The Allens' teenage daughter usually makes deliveries and collects the money.

It's easy to get the idea that the Allens' campground business is just beginning. After all, there is that original site across the road, and as the Rutgers forester has mentioned to Jack and Jean, some trees planted now will soon grow to make an attractive setting for another campground. □

*Austin N. Lentz, left, specialist in forest resources and recreation management at Rutgers University, discusses the camping business with Jean and Jack Allen at the Camp Quaxon headquarters.*



# We Asked Iowa 4-H Leaders

## about our home improvement program

by

Emelda Kunau  
*Extension Specialist  
in Applied Art  
Iowa State University*

Yes, we asked 4-H leaders—165 of them—about the objectives, goals, and methods we have been using in the home improvement project for Iowa 4-H girls. We asked Extension home economists too—16 of them.

We said the time had come to re-examine the total home improvement program and to re-do many of the supporting materials. We wanted their positive suggestions and criticisms. We knew we could count on them to respond, and they did.

Specialists and State 4-H leaders can set out basic objectives, goals, and methods for a 4-H project area. But how do local leaders and field staff workers interpret these? How can big objectives become stimulating and meaningful at the local club level?

Home improvement project leaders in Iowa have long used a manual of organizational and subject matter materials to assist them as they work with individual girls and in club meetings. 4-H girls have had their own "Today's Girl" booklet giving how-to-do-it ideas for personal projects

they might choose and basic subject matter related to project objectives.

We wanted to know how useful and adequate these were. So we asked. Marie Bishop, assistant State leader of 4-H and Youth, and Roger Lawrence, coordinator of Extension personnel and training, helped frame the open end questions to get the leaders' reactions.

We asked Extension home economists giving 4-H supervision in 33 counties to each select five leaders to respond. Some were long-time leaders; some very new.

We posed six big questions. They focused on home improvement objectives, goals and activities for individual club members, program planning helps and subject matter support, outside resources available to leaders and girls, and additional reference material that should be provided.

—To offer each member opportunities for creative experiences in home improvement (to select, arrange, and judge furnishings used in the home) so that they may have the pleasure that comes from the simplest experiences of this type.

—To help 4-H members learn that to make one's surroundings as convenient and attractive as possible and to take responsibility for its upkeep contributes to good citizenship.

Leaders and home economists told us the objectives were on the right track. Said one leader: ". . . these objectives are leading in the direction of optimum development of young people. Too many things in today's world are leading them in the opposite direction. For example, how many of today's teenagers fully appreciate the beauty around them as in Objective 1? Their eyes are glued to the TV screen. Their ears are turned to hi-fi, and their time is completely taken up by these and their school work. It is easy to go out and buy things. They need to discover, as in Objective 5, the immense self satisfaction derived from creating."

*Appraising Objectives* — The first two questions were concerned with

objectives. Were they leading in the direction of optimum development of young people for living now and in the future? Were they clear, adequate, applicable? These are the objectives we set out to evaluate:

—To help 4-H members develop the capacity to enjoy surroundings fully by helping them become conscious of the beauty they see daily in nature, in their homes, school, in their community, and in the works of artists.

—To help 4-H members deepen their awareness of family members and their needs when considering home improvement activities.

—To help 4-H members learn how the elements of design and the principles of art can help them develop their judgment and taste in regard to what constitutes beauty in their own possessions and surroundings.

—To help 4-H members learn how to solve problems in home improvement.

Another responded with, "I like the approach of having 4-H'ers become more aware of the common, everyday surroundings. This should make for a happier individual. Some of our most beautiful things may be obtained without costing a cent—this is a good point to stress in home improvement."

There was constructive criticism. Simplify the objectives, they said. Keep the junior girl in mind.

Said one leader, "The objectives are good, but perhaps geared to the older 4-H girl's interest more than the juniors. I realize our goal is the same for all our girls, but young girls are not so much aware of the future as they are of the now."

Another wrote, "The objectives are very good. It is the leader's responsibility to simplify these ideas so even the youngest can get the most from them."

The problem-solving objective (introduced in the last 2 years) brought mixed responses. The idea was endorsed, but the difficulty of explaining and applying problem-solving, partic-



The how-to-do-it skills taught in the 4-H home furnishings program, leaders said, should be practical and yet help girls add beauty to home surroundings. They suggested encouraging project activities which are meaningful for the whole family.

ularly for younger girls, was fairly universal.

Suggestions for re-wording the objectives also brought constructive help. Leaders and home economists made these points:

—Simplify for easy understanding and clarity of idea; then application will come. Keep the lay leader and girl in mind.

—Expand the intent of the objective so it can apply to areas of living other than home improvement, as, for example, with problem-solving.

—Include an objective focusing on learning to appreciate the culture and heritage of our land.

*Appraising Goals and Activities*—Here we asked the leaders to react to the guideline booklet "Suggested Activities for Reaching 4-H Home Improvement Goals." The booklet

goes to both leaders and girls. It suggests project activities for girls at three levels—beginners, intermediates, and advanced. The intent is selection of activities by each girl in line with her personal goals.

Responses were varied — from "most helpful" to "vague and uninteresting." Common comment: "Hard to read." Implication: "Not fully used." Constructive suggestion universally: Set up a booklet for each age level containing statement of each major objective and suggested goals (applicable activities) as guidelines.

*Appraising program planning and subject matter aids*—Such materials are basic to local club programming and subject matter teaching. Most leaders found the materials helpful. Some did not use them at all; some preferred adapted outlines made by their home economist.

It is always a question of where the fine line falls between adequacy of help and "spoon-feeding." Sufficient help to anticipate leader needs on a statewide basis can appear to be overwhelming for the individual leader. Thus specialist and home economist must strive to help leaders know how to make best use of the materials provided.

Leaders told us they wanted suggestions on demonstrations and talks which girls at each age level could do. They wanted resource references the girls could turn to in their communities as they prepared their presentations.

*Appraising Outside Resources* —Community resources for teaching of line, design, and color seem to be universally available. Less available, said leaders, are reliable sources of help for craft and creative experiences, the teaching of basic design related to furnishings and accessories, and the teaching of buymanship.

*Appraising Extension Reference Materials*—"More help wanted," leaders said, in these areas: (1) how-to-do-it suggestions related to creative crafts; (2) buymanship; (3) easy-to-use aids for teaching the elements of design and principles of art; (4) aids for teaching art appreciation; (5) aids for teaching problem-solving and its application.

Leaders asked us to simplify materials; to have materials planned specifically for each age level. They asked for leaders' materials planned separately for each age level. We are planning to do this.

They endorsed the objectives but asked for more help in making them clear and meaningful. They asked for teaching aids. We are working on these, too.

They asked for vital, practical home improvement program ideas with the accent on the "do" as well as the learning. And they cautioned, "Keep the record book-work to a minimum. Keep it meaningful."

This is our challenge. We are grateful for their help. □

# Extension Finds New Cooperator

Aid to handicapped homemaker helps Oklahoma County Extension establish new agency contact

A new way of life opened for Mrs. Ann Gateley of Oklahoma City, when she knew she had a problem and asked, "Can you help me?"

Soon afterward, a new pilot project began for the Oklahoma County Extension Service and the Midwest City branch of the Oklahoma Vocational Rehabilitation Services.

Ann, a certified dental assistant, had to change occupations in August, 1965, because an acute disc rupture fused in surgery was only partly successful. She couldn't return to such activities as dental chairside assistance, operative procedures, or management of the dental office.

Limited in her ability to bend and twist her body, Ann wondered what she could do. Her interest in teaching sewing to folks in her area was sparked by a countywide tailoring workshop taught by Mrs. Marguerite Padgett, Oklahoma County Extension home economist.

When her children were small, she had always sewn for the public. After her three children were in school, she went into dental work. She had on-the-job training and went to school at night the last year to get her certificate.

She continued her newly-aroused interest in sewing by completing a 6-week adult sewing class at the Tinker Area Branch YMCA. She had started in another when she called the central office of the Oklahoma Vocational Rehabilitation Services under the State Department of Education.

That office referred her to Miss Eloice Kilgore, a counselor in the Midwest City branch office of Vocational Rehabilitation. Miss Kilgore was immediately interested in the handicapped woman's plight since she herself uses a cane because of arthritis.

Though she had never worked with a situation just like this before, Miss Kilgore suggested that Ann get in touch with the OSU Extension Center, too, since sewing was her interest.

by

Jean A. Shipman  
*Assistant Extension Editor*  
*Oklahoma State University*

The same day, Ann called Mrs. Padgett, who was interested in counseling with her.

Marguerite Padgett says, "It all started out as a teaching project to help Ann set up lesson plans in sewing. Because I live in Midwest City, it was easy for us to work together and talk about samples, demonstration materials, and equipment that would be needed for classes that would develop."

Through working together on a common problem, the three women became familiar with what each could do to rehabilitate a person. This pioneer project was to help prepare Ann to share her abilities with many women who are clamoring for someone to teach them how to sew. Interest in advanced sewing and tailor-



Eloice Kilgore, left, vocational rehabilitation counselor, and Oklahoma County Extension Home Economist Marguerite Padgett, right, work with Mrs. Ann Gateley to help her prepare for the sewing classes she will teach.

ing is growing throughout Oklahoma County.

Miss Kilgore said, "This was a unique training program. For the first time, I worked with the Oklahoma County Extension Service. Before that, we'd always cooperated with pleasant greetings. But in this pilot project, it was so strange how it all came about."

The Vocational Rehabilitation Service furnished Ann with training materials, such as equipment, a sewing kit and other supplies, and paid her training and transportation costs to Denton, Texas, where she completed a basic workshop in the Bishop method of clothing construction.

Mrs. Padgett helped Ann set up lesson plans from basic sewing through advanced sewing and tailoring. She taught her demonstration methods of teaching and helped her plan sewing samples and teaching aids.

Mrs. Padgett also furnished Ann with Extension publications for a reference library and provided her with other resource materials, such as teaching aids and pattern books from major pattern companies.

All three agreed the timing must have been perfect for the request. Both Marguerite and Eloice made time to work with Ann and encouraged her to attain her goal.

Last fall, Ann taught five teenagers in her home after school, and 19 adults in another class. She says, "This helped refresh me in many things I learned through Extension and in Denton, Texas."

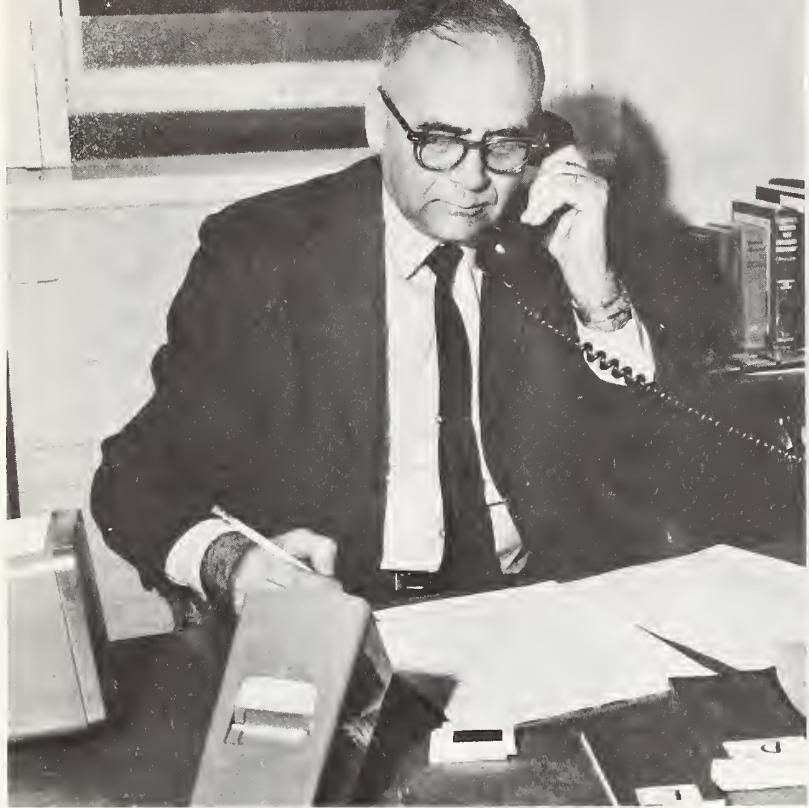
Now she can sit when she wants to and teach lots of sewing in her own home. She won't need to work such long hours as she did as a dental technician. In June, she will start to teach clothing construction classes in a knit fabric shop.

Ann will be working in the shop of a former Oklahoma County 4-H girl, Mrs. Kay Cantrell, who recently bought a fabric shop in Oklahoma City.

Many women in the Del City, Midwest City, Choctaw, Council, Albert and Tinker Air Force Base areas are asking for instructions in sewing. And Ann expects to have as much teaching opportunity as her strength will permit.

She sparkles as she tells about her new lease on life. Her husband and her sons are glad, too, because Ann has found a way to be useful to others again.

Miss Kilgore, talking about this experience and other persons she's helped rehabilitate, said, "My job has given me an insight into the potential all people have if given encouragement and opportunity to pursue their natural talents." □



Woodworking specialist Glenn Barquist, using ETN and SCA, teaches exterior wood finishing to small groups of 4-H key leaders at widely-separated locations around Wisconsin.

## SCA and ETN permit Statewide Meetings Without Travel

by

Maurice E. White  
*Extension Radio and TV Editor*

and

Harold D. King  
*Extension Publications Editor*  
*University of Wisconsin*

The country neighborhood "party line" of early telephone has taken a modern turn with University Extension in Wisconsin. And it has chosen a strong partner in the more recent "closed circuit" radio.

Today's users call the first ETN (for Educational Telephone Network) and the second SCA (for Subsidiary Communications Authority).

The networks tie the Madison campus to 205 receiving and sending installations throughout Wisconsin. With the systems, administrators hold statewide staff conferences, specialists confer with agents, agents confer with each other, specialists train 4-H leaders, medical specialists present newest technology to physicians, nursing specialists do the same for RN's, teaching faculty present credit courses to high school home economics teachers, and independent study instructors hold individual conferences with students.

Extension veterinarians bring new information to practitioners, school boards confer on teacher salaries, and municipal officials talk with University Extension government affairs specialists about legislation affecting local government.

The new communications systems have added another dimension to the tradition of making "the boundaries of the campus the boundaries of the State."

The systems are used simultaneously or independently. Simultaneous use expands the audience potential. Independent use doubles presentation capacity. Presentations can originate from any point in or outside the State where regular telephone service is available.

ETN was established with a special telephone installation at each of 140 locations in county offices, hospitals, and University Centers. Each installation has a standard telephone, without dial, plus an amplifier-speaker. Group-users hear transmissions from the speaker and present their message with the hand-set as with any standard telephone. A message delivered

from any of the 140 installations is heard at all of the remaining 139. ETN is especially well-adapted for conference presentations.

SCA uses FM radio signal multiplexing to carry its messages. "Subsidiary Communications Authority" is an administrative term attached to the system by the Federal Communications Commission. University Extension administrator Bob Dick has dubbed it "piggyback FM".

The FM broadcast facilities of the State radio network carry the SCA signal to 65 receivers around Wisconsin. Users pay \$150 for a receiver and may spend another \$100 for antenna installation. Transmission equipment cost the university \$6,000.

To talk back with SCA, users must direct-dial telephone to State radio station WHA at Madison where their call is "bridged-in" to the SCA transmission and relayed onto the system. Such calls are made collect and are less convenient than feedback on ETN. SCA is better adapted to presentations requiring little discussion or conference.

Glenn Barquest, 4-H woodworking specialist, succeeded in an ambitious attempt to teach exterior wood finishing to 4-H key leaders at five widely separated ETN/SCA locations about 150 miles from Madison while he remained in Madison to make the presentation.

During the session, 4-H leaders watched transparent slide projections,

reviewed step-by-step procedures in publications, examined sandpaper and wood samples referred to by Barquest, created wood stains by mixing pigments, oils, and solvents and applied them to wood samples.

The presentation required careful and detailed planning, but Barquest intends to do it again, expanding with more topics to more leaders at more locations throughout the State.

For this first attempt, Barquest says he spent about 25 hours preparing for the 2-hour presentation. He prepared five slide sets and as many sets of sandpaper samples, pigments, presentation outlines, publication references, and wood samples for teaching materials at each receiver location.

Before the presentation he recruited a group leader at each location who was responsible for the meeting room and its facilities; for getting turpentine, linseed oil, paint brushes, and mixing containers; and for relaying questions and comments of his group during discussion.

Barquest was pleased with the results, but had difficulty sensing student reactions to his instructions. He resolved this by asking group leaders for reactions and timing cues as the presentation progressed. He further insured success by meeting with each group individually in a series of training sessions before and after the ETN/SCA presentation. He had met and knew his students. They knew him. But, with experience behind

him, Barquest intends to use ETN/SCA with unfamiliar groups organized by University Extension youth agents in counties.

Barquest believes ETN/SCA will give him "more time for teaching, less for travel" thus enabling him to rapidly increase 4-H woodworking leader training throughout the State.

Earl Wade and Gayle Worf, University Extension plant pathologists, along with entomologists Walter Gojmerac and Charles Koval, are using ETN/SCA for weekly conferences with agricultural agents on the plant disease and insect situation in the State.

As their observations and agent reports alert them to problems, they, in turn, alert all agents to damage potential, review prevention and control recommendations, and answer questions.

With blight, bugs, wilt, and worms a constant threat to farm crops, timely identification and control recommendations mean dollar returns to producers through agricultural agents using the fast facility of ETN/SCA.

The full impact of ETN/SCA is yet to be felt, but University Extension faculty are rapidly finding a great variety of ways to use it. The modern version of the "party line" plus "piggyback FM" is certain to have profound influence on University Extension communications and programs in Wisconsin. □

*Using the telephone network handset, clients ask woodworking specialist Glenn Barquest for more information and explanation.*





## Serving Extension's ‘fourth dimension’— community resource development

# Connecticut's Impact Team

by  
George E. Whitham  
*County Agent Leader*  
*University of Connecticut*

*Editor's Note: Mr. Whitham's article pertains solely to staff organization and operation. It does not attempt to deal with the program functions of resource development work at the county level.*

How to organize and develop an effective, meaningful Extension program in Community Resource Development (CRD) is a question plaguing many States. Although Connecticut

does not presume to have the answers for others, it is achieving much success within its own CRD program.

About 2 years ago the Associate Extension Director appointed a committee to define the meaning of CRD for Connecticut. Out of these sessions came a working definition of CRD, the objectives for Extension to strive toward, identification of potential audiences, and a recognition of priority programs.

As developed, these program areas were not too different from the National ECOP Report, which was released in 1967. One major difference, however, was the fact that Connecticut appeared to put more emphasis on the place of human development in CRD.

Much preliminary discussion took place regarding the type of organization that would implement the proposed activities. As the committee

*Two Impact Team members, first and third from left, assist a local planning committee as they examine a computer summary of property assessments.*

staff to obtain reactions on how to organize programs for solving specific problems in Connecticut communities.

Recently, for example, a CRD agent asked for suggestions on how interested citizens might go about organizing a committee to take a look at their community and identify its problems.

The agent met with the impact team and discussed the situation. He reviewed the background of the community's problems and told about his difficulty in getting the various groups to communicate with each other.

After further discussion, the impact team, together with the agent, developed a program. Those members of the team most proficient in the areas of concern worked directly with the agent and community leaders to launch the program. From this beginning, the community is now undertaking actions by itself.

Another example was a recent request from the field staff to have more knowledge about industrial park developments. They wanted to know what concepts should be considered and where a community should look for information. The request was referred to the impact team, who developed an in-service training program for all assigned CRD members.

The impact team works as a group to discuss particular problems. Then, as members of a team with primary expertise, they work directly on the proposed program. Where some member of the committee becomes involved in a program that is not in his area of competency, it is referred to another member. This makes it necessary for the committee to maintain excellent communication — accomplished through regular meetings.

The impact team also initiates work. In 1967, the team applied for and received a grant under Title I of the Higher Education Act to identify community problems. Interviews were made with civic, educational, and governmental leaders in the State to find out what problems needed special attention.

looked at Extension's traditional organization, three main lines of work emerged: home economics, 4-H, and agriculture. Each work area had its own county and State specialists. It was then decided to form a fourth line of work—Community Resource Development—that would have equal importance with the other three.

Staffing of CRD began at the county level. One person on each county Extension staff was designated, with his full consent, to assume responsibility for CRD in his work area.

Once these people had started their new assignment, it became necessary to develop a support group at the State level. The latter's job was to assist CRD agents in developing programs with greater confidence and know-how.

Soon an "impact team" was established, with members from many different disciplines. These included land economics, communication arts, engineering, soils, public health, solid waste disposal, community organization, production economics, public administration, and environmental design.

Besides serving as the nucleus of a support force for the county field staff, the impact team is responsible for in-service training of staff. The team is also concerned with reviewing and evaluating the work being carried on in CRD, issuing a newsletter to the field staff, identifying new problem areas, establishing priorities, and implementing programs leading to the economic and social growth of Connecticut communities.

At present, the impact team serves as a "sounding board" for the field

These leaders generally identified "community problems" with their concerns for a quality community environment. They identified the following problems as being of prime importance:

—Maintaining the viability and identity of communities and developing effective local leadership.

—Enhancing the natural beauty of local surroundings and achieving compatible land use patterns.

—Utilizing more effective organizational methods to improve community health programs.

—Providing community recreational activities and facilities for groups of varying ages.

—Controlling pollution from all types of waste disposal.

The findings have served as valuable background material for much of the CRD work now underway in Connecticut.

Obviously, the Connecticut organization has been developed to meet our particular situation. However, the general philosophy expressed may prove satisfactory to many other State situations. Our philosophy is that CRD is a huge task requiring the best knowledge from many different disciplines. When the attitude and the understanding of staff is right, "miracles" can be accomplished.

To develop a positive staff attitude, it is necessary to have complete understanding of what each staff member is thinking and doing. This, in turn, requires good communication to provide an opportunity for complete "give-and-take" before making firm decisions and commitment.

Further, it requires that each member of the impact team have confidence in his own abilities and the abilities of others for making effective contributions to the total program.

When these conditions are fulfilled, the county workers, supported by a State impact team, can develop an effective, imaginative program in community resource development. □

## The Role of the Professional Extension Worker

Out of a need and a vision was born a unique quality of educational leadership destined to help farm families lift themselves from economic slavery to become free masters of agriculture.

It is education for action and focused on the problems of people. It is leadership that stimulates people to exercise effectively their own thinking, judgment, and leadership in solving their own problems. The rewards for the professional Extension worker are expressed by fulfillment and satisfaction gained by those he serves.

Phenomenal achievement in this role has brought us to the crest of yesterday's horizons. We now view new towering peaks ahead. We are haunted by the question of how to best meet these new challenges. As I see it, our role must continue to be first and foremost—educational leadership. If we succumb to pressures and temptations, and depart from this primary role, we will find ourselves stranded by the wayside. Our basic objectives should remain the same, but we must raise our sights, broaden our scope, and adopt new techniques to fill our role in a changing educational environment. We must so believe in our destiny and high calling that they demand our wholehearted allegiance. We must have vision and be able to foresee what our programs will do to the next generation. Our vision must be characterized by hope and optimism. The past must push us—never pull us. The old experience and faith must drive us to new accomplishments. The past is to work from, not necessarily to be imitated.

We will still be teachers, but our more sophisticated audience requires that we dig deeper into subject matter.

We must be concerned with understanding as well as knowledge. This means professional competency of the highest order.

We will still be a source of information, not as mere dispensers of facts, but as authoritative interpreters. This will call for closer contact than ever with research and other information sources. It will require more active participation in applied research studies.

We will still be consultants, but will deal with increasingly complex problems. This will necessitate greater interdisciplinary cooperation and coordination as well as a wider diversity of technical support from many government agencies, schools, and departments of the university.

Our greatest opportunity for expanded educational leadership lies in the field of program development. The future will demand broader-based programs to meet the people's needs in a more complex society. It will require able and dynamic local leadership to solve the many difficult problems ahead. This leadership can best be developed in a learning situation. With a rich background of helping people develop skills in technology, organization, and management, and translating them into action programs, Extension workers are in a unique position to fill this role. This role will not be an easy one, as many new fields of competency will be required to augment the traditional. It will require a high level of objectivity and professional integrity and intensification of the attributes which have long characterized the successful Extension worker. *Charles E. Bell, Jr., Acting Deputy Administrator, FES.*